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ABSTRACT

This guide to developing and implementing mentor programs in local communities contains three sections. The first section examines why mentor programs are needed and what being a mentor involves. The second section includes guidelines for developing and implementing mentor programs. The first subsection covers the first stages of program development. Subsequent subsections cover the processes of coordinating program planning, assessing needs and resources, developing the program's goals and objectives, recruiting volunteers, selecting and training mentors, keeping track of the relationship with proteges, working with parents, matching mentors and young people, keeping mentors in the program, dealing with obstacles to success, and evaluating the program. The third section profiles model programs and organizations that can help with program planning and development. (25 references) (RH)

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ONE ON ONE

A Guide for Establishing Mentor Programs

PS 019390

U. S. Department of Education
Washington, DC

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President Bush has called on all Americans to help our fellow citizens who are poor and disadvantaged. He wants to let "a thousand points of light" shine forth in service to meet many of the social needs of our citizens. Describing the essence of the "thousand points of light" initiative, President Bush has said:

> *Our challenge, then, is to (engage) each citizen, school and business, church and synagogue, service organization and civic group. For this is what I mean when I talk of a 'thousand points of light'—that vast galaxy of people and institutions working together to solve problems in their own back yard.*
>
> *(White House—6/22/89)*

As an educator, I am touched by the needs of our less fortunate children. Nationally, one out of four students will drop out of high school. Of those who graduate, many leave deficient in basic reading, writing, and math skills. This situation translates into a lifetime of low-paying, low-status, dead-end jobs for these children. They desperately need the help of caring and kind adults to change their direction from failure to success. No more important answer to the President's call for service can be found.

It is for all the children who need additional support that I am asking for the development and expansion of programs that provide them with one-on-one attention. These programs are known as mentor programs.

Mentors are adults who take the time to participate in the lives of the children around them. A mentor relationship calls for a sustained personal commitment to a young person needing the guidance, moral support, and approval of a warm-hearted adult.

Many good mentor programs are already operating in schools, universities, community organizations, churches, small businesses, and large corporations, but we need more programs. We need to reach more children.

This book is a guide to developing and implementing mentor programs in your community. The first section of the book examines why we need mentor programs and what being a mentor involves. The second section is a "how to" section that includes guidelines for developing and implementing mentor programs. The last section lists model programs and organizations that can help with the actual program planning and development.

I appeal to school and university administrators, business leaders, teachers, parents, community leaders, retired persons, and clergy to read this book and accept the challenge of sponsoring mentor programs in every community.

Lauro Cavazos
Secretary of Education

SECTION 1

SOME QUESTIONS AND ANSWERS ABOUT MENTOR PROGRAMS

WHY HAVE MENTOR PROGRAMS?

In the United States, parents are the central source of emotional, financial, and social support for their children. Many children are also fortunate to be part of larger networks including grandparents, other relatives, neighbors, and community and church organizations. Adults in these networks can offer children extra attention, affection, and guidance—and a sense of direction.

Unfortunately, many children have no such resources. They live in families that are under tremendous pressure because of poverty, divorce, teen pregnancy, drug abuse, violence, or stress. Many troubled families are isolated from the larger community. As a result, the children in greatest need of help from outside the family are often the least likely to get it.

Neighborhood schools have tried to help such children, but many are already overburdened. In most urban schools, each guidance counselor has a caseload of more than 600 students. In many cases, mentor programs are the best means for bringing into the lives of children a person who can represent the concern and support of the larger community. The one-on-one relationship with a mentor can help a child with many problems that affect life at home and at school—alienation, loneliness, low self-esteem, poor work habits, lack of basic skills, and lack of information about the community and the world of work.

The complexity of today's society demands that the responsibility for the well-being of our children extend beyond the home and school. Our children are a national responsibility; they deserve our care and guidance. Our survival as a nation depends on how well we nurture and challenge them.

Although mentor programs are not a panacea for all the problems children have, they can certainly improve the lives of many children. By offering to a child friendship, guidance, and a positive perspective on life, mentor programs clearly show that someone cares—because all mentor programs are established directly to support children.

WHAT IS A MENTOR?

Mentors are kind, concerned adults who offer their protégés support and guidance while providing them with some type of assistance. To be able to help a child, a good mentor must do two things: make a connection with that child and use that connection to convey a message.

To make a connection means to gain the trust of the child and to foster mutual respect. The important factor involved in making the connection is a mentor who likes and respects children and is willing to make a sustained personal commitment.

The message the mentors provide is twofold: You are worth my time and effort because you are a valuable human being. And I can offer you—by my word or deed, or by the example of my life—ways to expand your horizons and to increase the likelihood that you will achieve success.

There are a thousand ways to express these messages. Whether the mentor program focuses on increasing academic skills, or career preparation, or reaches out to a teen mother to provide encouragement and support, or takes a young girl to her first play or a boy to his first museum—the message is the same.

WHAT DO MENTORS DO?

The type of assistance that mentors provide to children is determined by the program's focus, which is directed at the specific needs of a certain population of children. Most programs focus on one of three areas: school-based tutoring, career education, and role modeling.

- *School-based tutoring*. In this kind of program, mentors work with school-age children to provide extra instructional help in a specific subject where improvement is needed. The mentors' role is not only to help the children raise their grades but also to improve the children's attitude and increase their self-confidence and pride in achievement.
- *Career education*. Mentors in programs that focus on career education try to prepare their protégés for entry into the work force by helping them understand the expectations of employers about attitude, preparedness, and skills. They offer the children a chance to see the practical application of the subjects they study in school. Other support includes bringing the child to the mentor's place of work, teaching a career- related skill, and helping the child to get a summer job or to obtain employment after graduation.
- *Role modeling*. In role-modeling programs, mentors serve as a positive example to children by virtue of their productive lives, which usually are attributed to the choices the mentors have made. Role-modeling programs tend to match mentors and protégés on a same-sex basis. This is especially beneficial to males from female-led households, pregnant teens and teenage mothers, disabled children, and youths in trouble with the law. This type of program works to increase self-esteem, improve academic skills, provide cultural enrichment, and expand each student's horizons regarding career opportunities.

WHO ARE MENTORS?

Mentor programs attract people from every conceivable background, representing every socioeconomic level: blue-collar workers, white-collar professionals, school volunteers, professionals from the community, college students, and retired people, to name a few. Volunteers come from large corporations, small businesses, church groups, utility companies, hospitals, charitable institutions, and mom and pop stores.

These people can work with the equally diverse population of children who need mentors. Consider Eugene Lang, the multimillionaire who started the "I Have A Dream" program in East Harlem. In 1981, Lang was delivering the

Teaching-Learning Communities (T-LC), Ann Arbor, Michigan

commencement address at his old elementary school in East Harlem when, out of the blue, he offered to pay the college costs at a state university or community college for all 61 sixth-graders if they graduated from high school. By 1987, 48 of the 51 students (10 had moved away) had received their high school diplomas and 24 were enrolled in college.

According to Lang, the secret of his program's success is not just the money but the sustained personal commitment made by the sponsor. Lang and a social worker met every week with the students. Lang spent Saturdays with the children. He met the children's parents and relatives. The children always had access to Lang or the social worker to discuss any problems. When the "I Have A Dream Foundation" was established, Lang turned down potential sponsors who wanted only to offer money and not to provide the personal mentor commitment. Reflecting on the success of his program Lang said, "This is what a little bit of caring can do" (Freedman, 1988).

Research on mentor programs has found that many retired people make excellent mentors. A recent study conducted by Public/Private Ventures, *Partners in Growth: Elder Mentors and At-Risk Youth* (Freedman, 1988), found that many older people easily formed friendships with their protégés because of their patience and empathy and their eagerness to share with the children their wealth of accumulated knowledge and experience.

The study also revealed that elderly mentors from less advantaged backgrounds were very effective in working with hard-to-reach youth. The mentors could relate to the children on a personal level because the mentors themselves

> had endured strained family relationships, struggled at low-paying jobs, and battled personal problems, such as alcohol abuse. Partly as a result of surviving—and surmounting—such difficulties, these elders seemed to

> understand the youth, were able to communicate with them from their own experience, and established strong, constructive bonds (Freedman, 1988, p. v).

What good mentors share is the ability to reach out to children who need support and guidance and to provide them with one-on-one attention for a sustained period of time. The mentors' personal investment in the lives of children allows each child to look beyond the present to envision a future full of promise.

Teaching-Learning Communities (T-LC) Mentor Program—*Ann Arbor, Michigan*

In 1971, the T-LC Mentor Program was established to surround potential dropouts with older volunteers who could offer students the guidance and motivation they need to stay in school. The program proved so successful that today T-LC is operating in 12 elementary schools, 5 middle schools, and 2 high schools in Ann Arbor. In 1990, more than 150 mentors are working with the students on a one-on-one basis from one to five times every week.

The majority of mentors serving in the T-LC program are senior citizens recruited from the community. Many of these people are recruited to the program by their church organizations and by enthusiastic friends who are already mentors.

All the mentors selected for participation in T-LC are asked to begin by working with their young protégés on an art-oriented project for six weeks. The project gives each mentor and child time to get to know each other by working on something of mutual interest and thus allows them to ease into their new roles.

Meetings between mentors and their protégés take place in a special room called the Mentor Center, located in the school. The center is stocked with instructional materials selected to appeal to the students. Teachers at the center work with the mentors as partners. According to one teacher, "T-LC provides an arena of support, gentleness, and solid learning."

Besides helping with academic tutoring, the mentors talk with the students about the importance of remaining drug and alcohol free, taking responsibility for the choices that they make, and respecting the law and the rights of other people. These discussions are never one-sided; the children are encouraged to say what they think. And there is a still more personal side. The mentors spend time with their protégés outside the center. A favorite outing for many of the mentors is taking their students to eat in a nice restaurant. For children

who have been only to fast-food places and never pictured themselves going to a fancy restaurant, this outing is a particularly rich and rewarding experience.

T-LC is magnetic, drawing parents into the center, even though many of them have their own problems, such as unemployment, alcoholism, and drug abuse. The main reason parents become involved with T-LC is that their children are so enthusiastic about the program. One surprised principal of a middle school recalled, "At the end of the year, when parents whom I haven't seen in this school in three years came in to participate in the T-LC open house, I knew we had hold of something important here."

Some typical comments by students about the mentors are these: "I can come to T-LC whenever I am having troubles or I need some extra help with my work." And "T-LC mentors try to help you understand. You see, T-LC is fun and the mentors make the work interesting."

There is no shortage of success stories at the center. One girl hated school so much that she became a problem in the regular classroom and was about to drop out. Then she was referred to the T-LC program. By the end of that school year, the girl's reading level had increased by three grades and her attitude had completely turned around. She no longer wanted to drop out, and she was able to return to the regular classroom.

The mentors also reap rewards. The best proof of this is the amount of time they serve; the majority of mentors in the T-LC program participate for an average of 15 years. Comments such as "I feel I've taught students that the older generation has something to offer them" only hint at their satisfaction. When a man who had been a mentor at T-LC for six years died, the nursing home asked the center to pick up his belongings, which consisted of one large black trunk at the foot of his bed. Half the trunk was packed with letters of appreciation from his protégés in the program.

SECTION 2

GUIDELINES FOR MENTOR PROGRAMS

BEGINNING: THE FIRST STAGES OF PROGRAM DEVELOPMENT

Mentor programs, like any successful partnership, are designed to achieve the goals and objectives of the people involved, the schools, and the community. Because mentor programs are built on shared trust and respect, they require careful planning and time to develop, implement, and evaluate.

The following points should be considered in the beginning of program development:

- *What specific problems need to be addressed*? Before a mentor program can be established, it is important to know what problems the program will seek to deal with. For example, Does the school have a high dropout rate? Is there a high teenage pregnancy rate?
- *Which children—and how many—will take part in the program*? For example, does a particular elementary or secondary class need help? Or do special populations—learning disabled, handicapped, or pregnant teens? Once the target population has been selected, the number of mentors that will be required and the type of commitment that will be needed from the sponsors will become obvious.
- *How will the program be led and coordinated*? Mentor programs need leaders to help plan and coordinate the program. *Any mentor program that lacks good leadership and coordination will fail.*
- *Which existing mentor programs have a similar focus*? It is useful to examine exemplary districtwide programs; college-based mentor/tutoring programs; and programs designed for special populations such as teenage mothers, handicapped children, and boys from female-headed households. The resource section in this guide (section 3) provides examples of model programs.

After a school, business, or community organization has considered the need for the program, the population to be served, the contact person or organization that will initiate the program, and the requirements of a good planning team, the next step is to design and establish a mentor program.

The following procedures are based on guidelines developed by the National Association of Partners in Education, a nonprofit organization in Alexandria, Virginia, which has had extensive expertise in all facets of school-community and school-business partnership programs.

Teaching-Learning Communities (T-LC), Ann Arbor, Michigan

COORDINATING THE PROGRAM PLANNING

Large mentor programs may have planning teams with members selected by the superintendent of schools, chief executive officers (CEOs) of corporations, and presidents of civic organizations. Small programs also should have a team in place. Experts in partnership organization have found that the most successful teams have leaders who—

—are well respected in the community and have an established base of support;

—understand the bureaucratic intricacies of dealing with schools, businesses, and civic organizations;

—are sensitive to the needs of the program participants and have superior organizational and coordinating skills; and

—have the authority to make decisions on behalf of their school, community organization, or corporation. This authority means that they can commit funds to the program (Otterbourg, 1986).

The planning team is responsible for every aspect of the program, from its inception to its evaluation. The team gets the needed support from the community and schools; decides the purpose of the program; formulates the goals and objectives; allocates the funds; writes the mentor role descriptions; appoints program staff; and takes responsibility for recruiting, training, retaining, and rewarding the mentors.

ASSESSING THE NEEDS AND RESOURCES

Any school or organization that wants to develop a mentor program should conduct an assessment to determine why the program is needed, which population will be served, how many and what kind of mentors will be required, and what resources will be available from the community.

Assessments can be made by using questionnaires, conducting interviews, or by talking and observing. The questions used in an assessment should reflect both the needs of the school or organization wishing to have a mentor program and the needs of the sponsor. For example:

A school should ask the following questions:

- ❒ Why are mentors needed?
- ❒ How will the school use the mentors?
- ❒ How many mentors are needed?
- ❒ Which teachers need mentors for their students? For which academic areas?
- ❒ What skills should the mentors have?
- ❒ Can we provide a meeting place for the mentors and protégés?

A sponsor should ask these questions:

- ❒ How many mentors can the business or community organization provide?
- ❒ Has this organization sponsored any previous mentor programs?
- ❒ How will a mentor program benefit the organization—through increased morale, favorable publicity, better-educated and better-adjusted young people?
- ❒ Who in the organization will be mentors—employees, spouses, retired employees?
- ❒ Are our employee mentors available for a long-term commitment?

- ❒ What costs are involved in sponsoring a mentor program— release time for employees, travel, phone, stipend, trips for mentors and protégés, awards ceremonies, and dinners?

The information collected from the assessment determines why the program is to be established, what the sponsors hope to gain by participating, and what the school or organization hopes to gain for its students. Once the overall purpose has been decided, the next step is to develop the program's goals and objectives.

Proctor & Gamble's Project Aspire, Cincinnati, Ohio

DEVELOPING THE PROGRAM'S GOALS AND OBJECTIVES

For a mentor program to be successful, it must have well-defined goals and measurable objectives. Members of the planning team use the information from the needs assessment to set realistic program goals that reflect the purposes of the program. Once the goals are set, measurable objectives are formulated so that the program can be evaluated.

Clear goals should be agreed on by the school, business, or community organization participating in the program. A goal or mission statement should be written by the planning team. Although each party may have a different reason for participating in a program, all should agree on the overall purpose. Here are some examples of different program goals:

- To provide male children at risk for dropping out of school with male mentors who will increase the children's motivation to finish school;
- To enrich disadvantaged children's educational experience by giving them one-on-one tutoring;
- To provide children with summer employment; and
- To provide encouragement to teenage mothers in order to reduce the likelihood that they may, through lack of training or experience in parenthood, abuse or neglect their children.

Objectives should be concrete and specific to the purpose of the program, stating what the program will accomplish, how much time is involved, and how many mentors will be needed for how many young people. It is important that objectives be designed so that they can be met early on, in the middle, and at the end of the program. Here are some sample objectives:

- By the end of one year, students in grades 1-6, with the help of their mentors, will increase their reading level by one grade level.

- ❒ After seven weeks of participating in the program, the male students working with the male mentors will submit at least three of their five homework assignments each week.
- ❒ After four weeks in the program, the teenagers in the career education program will learn how to fill out an employment application form successfully.

By keeping goals clear and having measurable objectives, program planners can tell very early in the program whether any of the goals or objectives should be modified in order for the program to achieve success.

The Teen Moms program in Portland, Maine, provides a good example of how clear goals and measurable objectives can be set.

Teen Moms—*Portland, Maine*

Teen Moms was started in 1986 in Portland, Maine, to provide practical support to female teenagers who need help during pregnancy and after the birth of the child. A special effort is made to recruit low-income teens who are under the age of 17 and whose lack of parental skills may put their babies at risk for neglect and abuse.

Teen Moms is funded by the United Way and was developed around two successful program models, Foster Grandparents and Parent Aide, used by the National Center on Child Abuse and Neglect. A long-term mentor program, Teen Moms is staffed by 12 low-income Foster Grandmothers who work with 36 teen mothers for a total of 20 hours per week. The mentors are paid $44 a week, plus transportation costs.

The young women participants are generally recruited into the program by the social service agency, through schools, and by referrals from the Child Protective Service.

The mentors are recruited from the Foster Grandparents program and participate in a series of 10 preservice training sessions, lasting a total of 40 hours. The topics that are covered include the mentor's role, prenatal and infant care, effective communication, child development, and stresses associated with motherhood. The professional staff, which includes a social worker, conducts the training sessions. Additional training sessions are conducted throughout the course of the program.

Once the mentors and teens are matched, they meet with the program's social worker and develop a "family care plan." The plan consists of mutually agreed upon goals and objectives, selected in accordance with the needs of the teenage mothers and the ability of the mentors to respond to those needs. A typical care plan may contain the following goals and objectives:

- ❒ The mentor will help the pregnant teen keep her prenatal doctor appointments. In addition, the mentor will help the young mother prepare her home for the baby's arrival.
- ❒ The mentor will care for the baby while the mother attends an Alcoholics Anonymous or drug rehabilitation meeting.
- ❒ The mentor will work with the mother to help her establish routine feeding times for the baby. At the same time the mentor will offer advice and guidance on proper nutrition and cooking.
- ❒ The mentor will work with the mother to promote healthy parent-child interactions. The objective is to help the mother understand the bonding process and know why her baby needs to be held.
- ❒ The mentor will try to help the mother develop a support network that includes family, friends, and service providers.
- ❒ The mentor will try to help the young mother continue her education so that she will be able to find worthwhile employment.

To keep motivation high, mentors receive support from one another and from staff members. Mentors, the program director, and the social worker meet every two weeks in one another's home to discuss any problems that have come up and to exchange success stories about their protégés.

This program has fostered many warm relationships between the teens and the elder mentors. Cindy, a young mother, said about her mentor, "Mary comes over every week and no matter what I say to her she's right there still. . . . She's like my best friend, my mom, the whole works" (Freedman, 1988, p. 26).

RECRUITING VOLUNTEERS FOR THE MENTOR PROGRAM

The success of a mentor program will be determined to a large extent on how well mentors are recruited. Good programs use a number of recruitment strategies and follow specific guidelines for choosing mentors for a particular program. The focus of the program should determine who should be recruited.

Written role descriptions for the mentors can facilitate recruitment of people with skills that are needed to make the program a success.

Generally, good mentors are—

—highly regarded in their community and well respected in their places of business,

—experienced in some type of volunteer service, and

—known for their kindness and concern.

Potential mentors can often be recruited through a school's volunteer office, a company's director of public relations, and community organizations that sponsor volunteer programs.

Senior citizens who have volunteer experience are generally considered to be exemplary mentors. Known for their intense capability to care for their children, older mentors tend to stay involved in programs for a much longer time than other volunteers. For example, women in the Foster Grandmothers program spend an average of seven years with one child.

Older volunteers can be solicited through contacts with groups such as the Retired Senior Volunteer Programs (RSVP), American Association of Retired Persons (AARP), and the National Retired Teachers' Association (NRTA). Mentors can also be solicited through magazine and radio announcements and through posters in senior citizen centers, churches, and hospitals.

Effective Ways to Recruit Volunteers

- ❒ Hold an open house in a central place in the community to publicize your program. Top people from the schools and organizations should be there to discuss the program with potential mentors.
- ❒ Advertise the program in local newspapers and on local TV and radio stations. Provide success stories to the local newspaper for publication.
- ❒ Advertise the program in local university and college newspapers and on bulletin boards of different departments. Most fraternities and sororities are required to participate in community service projects, and their members may be interested in becoming mentors.
- ❒ Enlist the aid of the religious community. Program planners should discuss the program with members of the clergy and request their help in seeking mentors.

General Recruitment Tips

- ❒ Bring an experienced and enthusiastic mentor to recruitment functions.
- ❒ Arrange for program planners to meet with small groups of potential mentors and sponsors to discuss the program.
- ❒ Gain the support of volunteers who will be able to recruit their colleagues.
- ❒ Design an attractive and informative program description for display on bulletin boards throughout the company or organization.
- ❒ Provide the company, organization, or school newspaper with a press release about the program.
- ❒ Arrange to have special displays in the company or school cafeteria.

- ❒ Plan promotional activities such as luncheons, ballgames, and picnics.

After the activities are held, program planners should collect the names of the potential mentors and call each one within a week.

The Importance of Support from the Top

- ❒ Mentor programs receive an added boost when top people are directly involved. The superintendent of schools who sets aside two hours every week for a troubled student, a principal who never misses a mentor session, the CEO of a large corporation who makes a commitment to a year-long mentor relationship—each sends a powerful message to potential mentors that the program matters. Similarly, when the superintendent, CEO, or principal speaks at a recruitment session on the merits of the program and the personal rewards gained from mentoring, potential mentors will know that the program is valued by the top people in the school, organization, or business.

HOSTS (Help One Student To Succeed)— *Harlingen Public Schools, Harlingen, Texas*

The Harlingen School District has more than 14,000 students, of which 78 percent are Hispanic. HOSTS (Help One Student To Succeed) was begun in the district in 1976 as a literacy program to provide the students with one-on-one attention to increase their reading ability and, as a result, their self-esteem.

The program has more than 900 mentors/tutors who come from the community and are matched with 900 students. The students participating in HOSTS are in grades 1-10 and have scored at the 35th percentile or lower on a standardized reading achievement test.

Support for the program comes from the top. In each of the 15 elementary schools in the district with a HOSTS program, the principal takes on a mentor role, working one-on-one with a student. The mentors meet with their students at the HOSTS center located within the school. The center is staffed by community volunteers, a teacher, and an aide. The teachers who participate in HOSTS are selected because of their reading expertise and public relations skills. They oversee the center's activities and work closely with the mentors.

HOSTS aggressively recruits mentors. Volunteer recruiters go to corporations, visit local community organizations, send letters to churches, post notices at schools with a parent sign-up sheet, leave handbills in doctors' offices, attend senior citizens' lunch programs and other functions, advertise the program in radio and TV public service announcements, and hold a HOSTS open house to show off the center.

Mentors who are selected for participation in HOSTS receive a written description of their duties. Orientation and training sessions are held to discuss topics such as how to praise and encourage a child, how to listen to a child, and how to identify different learning styles. The program's goals and objectives are discussed.

The school designs a customized learning plan for each student in line with the student's needs and learning style. Mentors receive a folder containing daily lesson plans and a daily progress sheet. Then the mentors meet with their protégés for 30 minutes each morning and follow the learning plan.

Students succeed in HOSTS. The mentors' personal investment of time and attention to their protégés enables the protégés to achieve a measure of success. Program evaluation using the California Achievement Test results in 1985-86 showed that 98 percent of the students improved their reading level. Eighty-eight percent showed at least six months' growth, 66 percent showed at least one year's growth, and 26 percent showed more than 18 months' growth.

HOSTS (Help One Student To Succeed), Harlingen, Texas

SELECTING MENTORS FROM VOLUNTEERS

More than one member of the program staff should personally interview each potential mentor. This section is intended to help interviewers with the selection process.

Questions To Be Asked

The interviewer should discuss the following questions with potential mentors:

- ❒ Why do you want to be a mentor?
- ❒ What special skills and interests do you have?
- ❒ What do you especially like about young people?
- ❒ What type of help would you like to give a young person?
- ❒ What benefits do you expect to receive by participating in the program?
- ❒ How much time will you be able to devote to the program?
- ❒ What difficulties are involved in working with preteens and teenagers?
- ❒ Have you ever worked with preteens and teenagers before?
- ❒ What experiences in your background will help you to communicate with an at-risk child?

If the interviewers are satisfied with the applicants' responses, the next step is to discuss the role description.

The Role Description

Applicants should receive and discuss with the interviewer a written role description, clearly defining the mentor's duties in relation to the purpose and objectives of the program. The role description should address the following issues:

- ❒ The particular skills that the mentor can share with a child;

- ❒ The need for confidentiality;
- ❒ The age and type of child with whom the mentor will be working;
- ❒ The people in charge of the program and the mentor's supervisor;
- ❒ The person to whom the mentor goes for guidance during the relationship;
- ❒ Occasions when the mentor is required to report to the supervisor;
- ❒ Number of hours per week or month that the mentor should meet with the child;
- ❒ Places where the mentor and child may meet;
- ❒ Details of any stipend that may be provided to cover transportation and other incidentals; and
- ❒ Length of time the mentor is expected to participate—one year, two years, three years, or more.

After the role description has been discussed, the interviewer should discuss with the applicant the types of problems that can arise when working with at-risk young people. Mentors who are not adequately warned about potential problems in the initial stages are very likely to drop out of the program. The discussion should be tempered with a description of the numerous benefits that mentors and sponsors derive from participating in a program.

TRAINING MENTORS

Before mentors can participate in the program, they should attend two or more orientation and training sessions. The sessions will clarify the program's goals and help the mentors focus on the short-term objectives toward which each will be working with an assigned child.

Training Tips

The following tips are designed to make training sessions more successful:

- ❒ Sessions should take place in one day or over a two-day period.
- ❒ The training site should be pleasant, conducive to learning, and centrally located; refreshments should be provided.
- ❒ Experienced, enthusiastic mentors make excellent trainers. Consider bringing experienced mentors together in a "mentor panel" to share their experiences with the trainees and stimulate discussion.
- ❒ Potential mentors should be organized into small working groups of about five persons each, including a trainer. Small groups generally facilitate the active participation of all the trainees.
- ❒ To keep the program interesting, trainers should not lecture at length but should use a variety of learning techniques such as role playing, slides and films, and training manuals.
- ❒ The training sessions should help the mentors enhance their skills as well as learn new ones.
- ❒ During the practice sessions, new mentors should receive feedback on how they are doing.
- ❒ At the end of the sessions, the mentors should complete a course evaluation form.

Material to Be Covered in a Training Session

Mentors need to be prepared for their roles before they are paired with their protégés. Training sessions should be designed to sharpen the mentors' insight into the way young people behave and communicate and to provide the mentors with effective strategies to use with their protégés.

Programs should use materials and have practice exercises that provide a preview of what a mentor relationship entails. Suggested topics include the developmental stages of adolescence, stereotyping of and misconceptions about young people, skills involved in effective communication, and strategies for building trust and establishing a bond of friendship. Useful strategies include the following:

- ❒ *Discuss the nature of a mentor relationship.* Potential mentors may wonder exactly "how close" these relationships should be. Are they expected to give the child their home phone number and to bring the child to their home? Are they expected to go to the child's home and meet the parents? Are they expected to pay the cost for entertaining the child? What if they don't hit it off? At what point does the relationship end?

  These questions need to be addressed because there are varying degrees of closeness, as well as different expectations, in a mentor relationship. Experienced mentors can provide some answers about the variety of relationships, and the stated program goals and objectives should be able to put some of these questions in context.

- ❒ *Review effective ways to work with parents.* Mentor programs should always make an effort to work with parents. The mentors need parental support for the relationship. Program staff can invite parents to attend training sessions and ask for their input. A mentor may have frequent phone contact with the child's

home. The mentor may wish to send notes home to a parent, to share news of the child's success. The mentor may suggest meeting both parent and child at a particular event given by the school or a community organization.

- ❒ *Learn from experienced mentors.* Have members of the "mentor panel" discuss how they overcame obstacles in their mentor relationship. In the initial stage of a mentor relationship, the young people may appear to be sullen, unmotivated, alienated, and hostile. It is important for new mentors to learn how experienced mentors overcame these attitudinal problems. An excellent strategy is to let the members of the working group engage in role-playing exercises with the experienced mentors.
- ❒ *Compare communication styles.* Point out the differences between adult communication and adolescent communication, and provide mentors with a fact sheet on some specific differences in communication style. Have mentors participate in role-playing exercises that reveal the differences between good and bad listening habits.

The sessions should be regarded as only the initial phase of training. Successful mentor programs continue to provide training as needed, meeting with the mentors regularly to sharpen skills and to discuss problems as they arise. For example, in the Teen Moms program, the mentors meet with the social workers and other mentors every two weeks. Formal workshops are held quarterly.

KEEPING TRACK OF THE RELATIONSHIP

It is important for mentors to maintain a record of progress in their relationship with their protégés. The record can be in the form of a diary, a log book, or notes. The information should include—

—the length of each meeting;

—a note about any meeting that was canceled, whether by the mentor or protégé;

—subjects discussed at each meeting;

—location of the meeting;

—anything significant that happened at the meeting; and

—changes in behavior and attitude, if any.

This information is useful to the mentor, especially in a long-term relationship, to check on the progress made. Information of this type will also help the mentor discuss the protégé's progress when meeting with the supervisor. In addition, at the end of the program, the information can be used to evaluate how successful the program was in meeting its goals and objectives.

RECRUITING AND ORIENTING PROTÉGÉS

The type of program will dictate which young people are recruited. If the program is school-based, members of the planning team may wish to contact guidance counselors, teachers, outreach workers, and coaches. If the program is community-based, it is best to contact the head of the civic group or organization, the director of social services, and local clergy.

Recruiters should make an effort to involve the neediest young people in the program. Many times, isolated and troubled children are excluded from traditional school-community partnership programs because they are not perceived to be good candidates for success. Yet these are the very children who could benefit most from a partnership relationship, so it is important for mentor programs to seek out these children.

Recruitment Strategies

A decision should be made about how the program will be publicized. Care should be taken to ensure that the program is not perceived as being exclusively for poor or troubled youth. This is especially true for a school-based program, where students may run the risk of being ridiculed if they participate. Program names such as *Youth Opportunity*, *Each One Reach One*, *I Have A Dream*, and *Operation Graduation* sound positive and do not suggest any particular population.

Recruitment strategies should include using peers who have participated in a mentor program as recruiters, advertising on popular radio stations and television shows, having the school mail out flyers, and putting posters in places where the teens congregate. If the program is for a specific population such as teen mothers, posters could be posted in the welfare office or be given to social workers to pass on to the young women. Youths in trouble with the law may be recruited by contacting the juvenile courts and probation officers for referrals.

Orientation

Once the youths have been recruited, they need to know what their role will be. Program staff should hold an orientation session that covers the following subjects:

- ☐ The purpose of the program and the reasons the students should wish to participate.
- ☐ The potential benefits of participation: making a friend, improving in a subject, and eventually gaining worthwhile employment.
- ☐ The limits of a mentor relationship. It is important for students to understand that the mentors cannot do everything for the students, nor can they be surrogate parents.
- ☐ The students' part in making the program a success: behaving courteously, keeping appointments, and showing respect for the mentors.

Some programs hold regular training sessions for the protégés, which may include instruction in general problem-solving techniques and effective communication skills. Other programs include the young people in the planning process, asking for and using their input. The more prepared the young participants are, the better the chances are of making the program a success.

WORKING WITH PARENTS

Parental support is an important ingredient in mentor programs, and successful programs make an effort to get parents involved early on. Parents of minors should be required to sign a consent form in order for their children to participate. In addition, parents of minors must have the opportunity to disapprove any mentor they believe would not be good for their children.

Some parents do not want their children involved in an exclusive relationship with an adult other than themselves. And some parents are afraid that the mentors will try to take the parents' place or usurp their authority. It is important that parents understand the limitations of the mentor role.

Good programs are aware of the concerns that parents may have and try to allay those fears by explaining the program to them in training or orientation sessions. At the sessions:

- ❒ Program staff should discuss the nature of the program and review the major goals. Short- and long-term objectives should be discussed, so that parents may see how the program will benefit their children.
- ❒ Parents should receive materials and handouts similar to those the mentors receive at their training sessions.
- ❒ Program staff should tell the parents how important their participation is to the success of the program. Parents should be asked to make sure that their children keep their appointments with the mentors, review projects that have been done, and generally encourage their children to stay in the program.
- ❒ Mentors should attend the sessions for parents so that they can meet parents and discuss what they hope to accomplish. These sessions provide an excellent opportunity for the mentors to reassure parents that they are not trying to take the parents' place or to impose

values on the children, but are providing a specific service.

- ❒ A staff person should give the parents the name and phone number of the mentor's supervisor or another contact person.

Here are some other ways to get parents involved:

- ❒ Form a parent advisory council to let parents help the program staff make decisions and establish policies affecting the program.
- ❒ Schedule activities during the course of the program. These can be in the form of informal get-togethers at a local restaurant, recognition dinners for the mentors, and lunches or dinners sponsored by the program staff for the children participating in the program.
- ❒ Sponsor informal workshops on a specific problem common to young people.
- ❒ Keep parents informed about the program by sending out newsletters or by having the mentor or staff member call to share the child's accomplishments.

Each One Reach One—*Milwaukee, Wisconsin*

The Hillside Housing Project in Milwaukee is home to the Each One Reach One program. Developed nine years ago by June Perry, this mentor program carefully chose a location that would make it easy for the young black children living in the housing project to participate.

The program's purpose is to provide the boys and girls (ages 7 to 14) with role models. The mentors, professional black men and women, work one on one with the children to supplement what many of the single-parent families are trying to teach their children. The topics that are discussed at each two-hour weekly meeting include the importance of staying in school and finding worthwhile employment after graduation, the dangers of drug and alcohol use, the reasons why children should not have babies, and the importance of self-esteem.

For the program to work, trust between the mentors and the parents needs to be established—especially because the mentors are recruited from outside the project. Program staff actively work to establish that bond by including the parents in program development, by establishing a Parent Advisory Council, and by having the parents accompany the mentors and the children on outings.

In addition, parents must refer their children to the program and approve the choice of mentor for their child. Families in the project are visited by a staff member, who talks with the parent about the program and gives the parent a form to list each child's strengths and interests.

Many of the mentors are recruited to the program by experienced mentors. Program staff also recruit through various civic clubs and at volunteer recruitment sessions at corporations. The mentors participate in a six-hour training session and continue training each quarter.

Since its inception in 1981, Each One Reach One has helped some 350 children and their parents. Evaluations of the program indicate a decrease in the teen pregnancy rate and in the high school dropout rate.

MATCHING MENTORS AND YOUNG PEOPLE

After the mentors have been prepared for their roles, each is matched with a young person. The program staff who conducted the interviews commonly meet and decide who should be paired with whom. Decisions tend to based on the similarities between the mentor and child, such as—

—gender and race;

—shared experiences;

—a relationship between the mentor's area of expertise and the child's interests and needs;

—the likelihood that the pair will be personally compatible;

—approval of the parents, especially for school-age children; and

—the similarity of schedules, so the pair can meet regularly.

Each One Reach One, Milwaukee, Wisconsin

Although the majority of programs do match on similarities, a number of programs do not. Many such programs have reported successful outcomes even when the mentors and protégés are of different backgrounds and races. These relationships allow for a growth experience, letting each participant share something from another culture and background. Program staff found that healthy relationships were formed as long as the mentors were prepared for the cultural differences; genuinely liked and respected children; and were stable, empathetic, and nonjudgmental persons.

Although most programs match mentors and young people on the basis of gender, there is no research-based evidence to support this practice. Only when the program serves a special population—such as pregnant teens, teenage mothers, disabled children, or males from female-led households—is a same-sex mentor preferred.

Some programs let the protégés select their own mentors. Matching usually occurs after about four weeks into the program. Programs that use this approach report that it appears to work very well for both the mentors and the protégés. Other programs, however, have found this practice difficult and time-consuming and prefer to let the staff do the matching.

KEEPING MENTORS IN THE PROGRAM

The best programs are aware of the difficulties involved in a one-on-one mentor relationship. For the relationship to grow, the mentor must win the trust and respect of the young person. The mentor's dedication, patience, understanding, and empathy have to be apparent to the child for a bond to form. And as is true of any friendship, time is required for two persons to get to know, trust, and like each other.

But forming these bonds is not always easy. Many mentors who work with troubled children endure many meetings characterized by hostility and mistrust. Without an adequate support system, including meetings with program staff and other mentors, the mentors may become frustrated and leave the program.

Good programs work hard to retain their mentors. Carefully planned, these programs are designed to give mentors the support and recognition they deserve. Here are some strategies that can be used to reward mentors and to help prevent them from dropping out:

- ❒ *Hold regular meetings between mentors and supervisors.* These meetings can be especially rewarding when the supervisor can show how the mentors have helped the children—improvement in test scores and attendance and a noticeable change of attitude. Also, mentors should discuss any problems they may have in dealing with a child and any misgivings about the relationship with the supervisor and other staff members.
- ❒ *Conduct ongoing training.* As the relationship develops, there is always a need for additional training. Programs staff should conduct workshops and provide books, magazine articles, and documentaries about mentor programs. Problems that have developed and possible remedies should be discussed as necessary.

- ❒ *Sponsor mentor panels.* It is important for all the mentors to meet together a few times a year to exchange information and discuss how they have handled problems that have come up in their relationships. Many programs arrange for their mentors to meet bimonthly.
- ❒ *Hold public recognition ceremonies.* Ceremonies can be in the form of testimonial dinners, to which local dignitaries are invited, along with the sponsors of the program. Local TV and radio stations can interview mentors, and schools can hold an awards assembly in their honor.
- ❒ *Publish a monthly or bimonthly newsletter.* Many large mentor programs publish their own newsletters. Profiles of mentors and protégés appear, as well as the success stories of the protégés. For example, the CUNY (City University of New York) Mentor Program publishes a newsletter called *Mentoring Matters* every other month. The protégés' accomplishments are documented throughout the newsletter and may serve as an inspiration to keep the mentors in the program.
- ❒ *Gain the support of parents.* When parents actively support the mentor relationship, their children are more likely to be motivated to participate and excited about being in the program. Mentors may become discouraged if the parents are not on their side. Good programs try to get as much parental support as possible.

DEALING WITH OBSTACLES TO SUCCESS

In any one-on-one personal relationship, things do not always go as planned or expected, and mentor relationships are no exception. Personality clashes, misunderstandings, crossed signals, and lack of direction are all factors that may make for a less-than-satisfactory relationship. Even in the most carefully planned programs, obstacles to success occur. But many mentor programs have found solutions through trial and error. *The main thing is for mentors and their supervisors to be aware that a problem exists, so that it can be remedied quickly.* The following list of obstacles to success is based on anecdotal accounts from existing mentor programs:

- *A bad match.* No matter how carefully planned and screened, bad matches occur. Some relationships are just not meant to be. Many programs have found that if, after three to four weeks, a good relationship has not begun to form, the mentor should ask the supervisor for reassignment.
- *Communication problems.* Mentors who do not receive adequate training on effective ways to listen and communicate with young people can become confused and misinterpret signals provided by the young person. Mentors must be aware of how young people use body language, make eye contact, and provide feedback. Timing is important; mentors should know when it is their turn to *listen.* One program with a mentor component found that many of their teenage girls quit the program because they perceived that their mentors were "either too distant" or "unduly prying" (Polit et al.,1988, p. 9).
- *Serious problems requiring immediate help from a supervisor.* Program planners should warn mentors about problems for which they should seek immediate help—for example, violent behavior, drug use, extreme depression, or suicide threats by the young person.

- *Unrealistic expectations by each person.* Unrealistic expectations can be avoided if both the mentor and the protégé are thoroughly briefed before entering into a relationship. It is important for the young person to understand the limits of the mentor relationship. At the same time, the mentor must be aware that building a solid relationship takes a long time.
- *Problems in taking the initiative.* Sometimes mentors are not sure who should take the initiative in making appointments and calling on the telephone. In one mentor program, the young people were initially expected to contact the mentors, but program planners later realized that it was too much to expect the young people to take the initiative. The participants were shy and uncertain about contacting an adult, especially early in the program. In the beginning at least, it is best for the mentor to take the initiative in setting up meetings and arranging activities.

Teaching-Learning Communities (T-LC), Ann Arbor, Michigan

- *Problems in selecting the right meeting place.* Some places are not conducive to meeting with children. A program that focused on career education discovered that some young participants were intimidated by meeting their mentors in their regular offices. As a result, program planners decided to set aside a special meeting room in the workplace. The "mentor center" is a comfortable, informal room with couches and chairs, which proved much more inviting to the children.
- *Problems in ending the relationship.* Even though mentor programs can be very long term, eventually they come to an end. It is important that the protégé be prepared to have the relationship end. The mentor should give careful thought to the best way of ending the relationship. The supervisor and other mentors can provide guidance.

EVALUATING THE PROGRAM

To know whether a mentor program is successful, it should be evaluated. Evaluation will show whether the program has met its objectives and served the needs of the children.

Evaluation plans should be designed in the very beginning of program development. Incorporating evaluation plans into the program design causes planners to think about the proposed activities and the ways in which the activity could be assessed as successful or not. Evaluation can be used as positive reinforcement for mentors, because evaluation provides direct feedback to program staff. In addition, evaluation can alert program directors and program staff to any problems with program implementation.

Evaluations use two types of information—"process" and "outcome"—to decide whether a program is successful. Process information lets the program planners know whether the program was doing what it was intended to do. Process information includes answers to the following questions:

- ❒ How many mentors and protégés were matched?
- ❒ For how long were they paired?
- ❒ What was the length of each meeting?
- ❒ How many mentors left before the program ended?
- ❒ How many protégés left before the program ended?
- ❒ What kind of relationships were formed between the mentor and protégé?

Outcome information lets planners know how well the protégés have achieved the short- and long-term objectives. Examples of outcome data are these:

- ❒ Completion of homework,
- ❒ Increase in school attendance,
- ❒ Positive change in attitude,
- ❒ Reduction in the dropout rate,

- ❒ Reduction in the number of subsequent teen pregnancies,
- ❒ Enrollment in a general equivalency diploma (GED) program, and
- ❒ Return to school.

Many successful mentor programs use persons from outside the program to conduct the evaluations. The evaluation information is important not only to assess the progress the programs have made but also to assure the sponsors that the program really is meeting its goals and objectives and that it merits continued funding.

SECTION 3

RESOURCES

MENTOR PROGRAMS

Mentor programs are operating in schools, universities, corporations, churches, and community organizations throughout the United States. The following program descriptions contain information that may be useful for schools, businesses, or organizations wishing to develop a mentor program:

Career Beginnings is a college, business, and community initiative operating in more than 25 cities throughout the United States. The program is designed to build a career and educational support system for high school students from disadvantaged backgrounds. The program encourages disadvantaged high school students to enter college or a training program or to seek full-time employment. Career Beginnings is operated locally by two- and four-year colleges and universities. Each site serves a class of 100 students. In the past four years, some 10,000 students and 10,000 mentors have participated.

Contact: William Bloomfield, Director
Brandeis University
The Center for Human Resources
The Heller School
Waltham, MA 02254
(617) 736-3770

CUNY/BOE (City University of New York/ Board of Education) Student Mentor Program is a mentor program that matches college student mentors with 10th-grade students at risk for dropping out of school. The mentors work with the high school students to help them develop attitudes and behavior that will keep them in school. Protégés meet with their mentors for at least two hours a week for a minimum of one semester. In addition, they meet for two hours with the program coordinator at their high school. Both the mentors and students receive academic credit for participating in the program.

Contact: Barry Kwalick, Director
CUNY/BOE Student Mentor Program
351 W. 18th St., Room 236
New York, NY 10011
(212) 645-4141

Each One Reach One (See profile on page 36.)

Contact: June Martin Perry, Executive Director
New Concept Self-Development Center, Inc.
636 W. Kneeland St.
Milwaukee, WI 53212
(414) 271-7496

HOSTS (Help One Student To Succeed) is a mentor/tutoring program in which mentors work with protégés to increase their reading or math skills. Programs use teaching materials that match each student's particular learning style. (See page 24 for Harlingen HOSTS, which also focuses on literacy.)

Contact: Jerry Wilbur and Bill Gibbons
HOSTS
1801 D St., Suite 2
Vancouver, WA 98663
1-800-833-4678

The *I Have A Dream Foundation* program matches students with adults who try to encourage the young people to stay in school. The mentors work with their protégés for 12 to 18 months. (See description on page 5.)

Contact: Tony Lopez
Director of Support Services
I Have A Dream Foundation
330 7th Avenue
New York, NY 10001
(212) 736-1730

The *Kiwanis Mentorship Program* publishes the "Youth Service Bulletin," which contains detailed guidelines for setting up a mentor program. This bulletin has been distributed to more than 6,000 local clubs nationwide. At present, some 400 clubs have established mentor programs. The programs focus on career preparation. The mentors are encouraged to meet weekly with their protégés and to commit themselves to a long-term relationship.

Contact: Chris Rice
Kiwanis International
Department of Program Development
3636 Woodview Trace
Indianapolis, IN 46268
(317) 875-8755

*Mantalk i*s a program for males between the ages of 13 and 19 to prevent them from becoming fathers. Working with male mentors, the youths explore career options, try to build up their self-esteem, learn about the responsibilities associated with parenthood, and discuss the importance of academic achievement.

Contact: Lisa Davis, Mantalk Coordinator
Health Education Division
Forsyth County Health Department
P.O. Box 2975
Winston-Salem, NC 27102
(919) 727-8172

MENTOR is a law-related education partnership program in which law firms or other law-related organizations are paired with high school classes for citizenship education. The purpose of the program is to increase students' understanding of our legal system. Thomas W. Evans founded MENTOR in New York City in 1982, and the program has been replicated by lawyers in over 300 law firms in 20 states. MENTOR is a five-part program that includes orientation (lawyers visit the school), law as a profession (including related professions), a visit to Federal court (with emphasis on civil litigation), a visit to a State court (with emphasis on criminal litigation), and electives (for example, an event derived from a special resource of the law firm, legal writing, visit to a Family Court judge's chambers, and a citywide moot court competition). The opportunity to observe role models and to exchange information in a relaxed atmosphere are key to the program.

Contact: Jo Rosner
National Director of MENTOR
Washington State Bar Association
2001 Sixth Ave.
Seattle, WA 98121
(206) 448-0441

The *Mentors, Inc.*, program operates in public schools in the Washington, DC, area. Some 500 sophomores are matched with mentors who work with them until the students graduate. The mentors agree to meet with their protégés monthly and to maintain weekly telephone contact.

Contact: Shayne Schneider, President
Mentors, Inc.
1003 K St., N.W., Suite 406
Washington, DC 20001
(202) 463-6867

The *Orita Program* in Washington, DC, provides young black children with adult mentors from the Union Temple Baptist Church. A mentor begins to work with a protégé when the child is 13 years old and continues the relationship until the protégé reaches age 19. This program helps children achieve by encouraging their total development: spiritual, social, emotional, and academic.

Contact: David Arnette and Janice Crouch
Orita Program
Union Temple Baptist Church
2002 14th St., N.W.
Washington, DC 20009
(202) 889-1888

Procter & Gamble's *Project Aspire* is a mentor program that served as the basis for a comprehensive education enrichment program in Woodward High School in Cincinnati, Ohio. The program works with three groups: students who are in danger of dropping out of school, students who are planning to seek jobs after graduation from high school, and students who have the potential to go on to college. The mentors try to keep potential dropouts in school until graduation. The mentors help students who plan to work after graduation get on a career track and provide tutoring and other assistance as needed. The mentors help potential college students select the right college preparatory course, obtain information about appropriate colleges and universities, and receive financial counseling.

Contact: Paula Shaye Long
Manager, Community Affairs
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, OH 45202
(513) 983-3663

Teaching-Learning Communities (T-LC) Mentors Program
(See profile on page 8.)

Contact: Carol H. Tice
Lifespan Resources, T-LC Mentors
1212 Roosevelt St.
Ann Arbor, MI 48104
(313) 994-4715

Teen Moms (See profile on page 19.)

Contact: Martha Elkus, Director
Portland Neighborhood Foster Grandparent Program
Harbor Terrace
284 Danforth St.
Portland, ME 04102
(207) 773-0202

Teen Moms, Portland, Maine

SOURCES OF HELP IN SETTING UP THE PROGRAM

Some organizations help schools, communities, corporations, and small businesses develop and implement their mentor programs. Two examples of such organization are these:

New York Mentoring helps schools and other organizations design mentor programs for young people, and it conducts training and orientation sessions for social workers, supervisors, and potential mentors. The organization, which was established in January 1989, is already working with 10 schools and organizations.

Contact: Frederick L. Gilbert, Executive Director
New York Mentoring
267 Fifth Ave., Suite 1003
New York, NY 10016
(212) 779-3630

The National Association of Partners in Education (NAPE) has had extensive experience with all phases of partnership development, implementation, and evaluation. NAPE offers guidance on assessing the needs of the community and on identifying resources that may be available in the community. NAPE's Partnership Academies teach teams of persons from school districts, community organizations, and businesses that want to sponsor business or community programs how to organize, manage, expand, and evaluate education partnerships.

Contact: Daniel W. Merenda, Executive Director
National Association of Partners in Education, Inc.
601 Wythe St.
Suite 200
Alexandria, VA 22314
(703) 836-4880

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Barbara Vespucci
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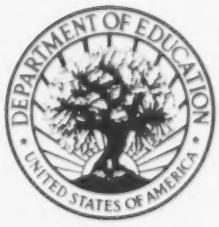

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